

AN ANALYSIS ON GRADUATES' PERCEPTIONS TOWARDS TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

Ery Ermawan, Zainal Arifin, Urai Salam

English Education Study Program, Languages and Arts Education
Department, Teacher Training and Education Faculty,
Tanjungpura University, Pontianak
Email: ery_ermawan30@yahoo.com

Abstract: This is a case study to the graduates of English Education Study Program of Teacher Training and Education Faculty, Tanjungpura University Pontianak. This study aims to know the graduates perceptions towards Test of English as a Foreign Language (TOEFL) and also gathers data about the graduates' TOEFL score attainment in academic year 2012 and 2013. There were ten respondents who involved in this study. The data were collected through interviews and documentary methods. The research findings showed that from ten respondents of interview whose score above the standard, nearly all the respondents with those good scores regard TOEFL positively and support this language policy. The respondents even conveyed the benefits of TOEFL including tips to pass the test.

Keywords: TOEFL, Perception, Graduate

Abstrak: Penelitian ini merupakan penelitian studi kasus kepada alumni dari Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Tanjungpura Pontianak. Penelitian ini bertujuan untuk mengetahui persepsi para alumni Program Studi Bahasa Inggris terhadap TOEFL dan juga untuk mengumpulkan data-data tentang pencapaian skor TOEFL oleh para alumni pada tahun akademik 2012 dan 2013. Terdapat 10 responden yang terlibat dalam penelitian ini. Data dari penelitian ini dikumpulkan melalui interview dan metode documentary. Hasil penelitian menunjukkan bahwa dari 10 responden dalam interview yang semuanya memiliki skor TOEFL diatas skor standar, hampir keseluruhannya memandang TOEFL dengan positif dan mendukung kebijakan bahasa ini. Para responden bahkan menyampaikan beberapa manfaat dari TOEFL termasuk tips-tips untuk lulus tes tersebut.

Kata Kunci: TOEFL, Persepsi, Alumni

Test of English as a Foreign Language (TOEFL) has become an inseparable thing in learning English. Those who would like to know their ability of English or to test their development can take the test. TOEFL measures the ability of non-native speakers of English to use and understand English as it is spoken, written, and heard in college and university settings (Stoneham Public School, 2011). Johan and Juwita (2011, p. 10) showed that "TOEFL includes at least three kinds of test which are listening test, structure and written expression, and reading comprehension". The result of the test can be used to fulfill a certain requirement of scholarship or job fulfillment. Hence, because it is an internationally accepted standard of academic English proficiency and the test is administered under secure conditions and is highly reliable so that the scores can be used confidently to make high-stakes decisions (Botswana Examinations Council, 2013).

TOEFL in Tanjungpura University is one of the requirements to have thesis examination. Based on the decree of rector in 2009 number 639a/H22/KL/2009 whereas one of the decisions is that the students are allowed to conduct thesis examination if they have the same ability of English with minimum score of TOEFL prediction or more which are: 1) 420 for students registered in academic year 2008/2009 and 2009/2010, 2) 425 for students registered in academic year 2010/2011 (Salam, 2012, p.17-18). But particularly in English Education Study Program of Teacher Training and Education Faculty, the minimum score students have to pass is 480.

This kind of policy is expected to make a more conducive atmosphere of English learning and to motivate students in preparing their ability to pass the test so that the process of their preparation makes them learn English (Salam, 2012, p.15). Hence, every graduate ideally can be stated as those who have good enough ability of English because their TOEFL score represents their abilities. It means their score is equal to the quality of their performance in performing English (Botswana Examinations Council, 2013).

Students' respond to this language policy may vary. But however, the way students deal with the test such as their preparation, insight about this test and like or dislike will be determined by their perception towards the test. Because the students' perception or point of view towards the test will influence their action in dealing with it (Horowitz, 1988; Sakui and Gaies, 1999; Victori and Lockhart, 1995 in Navarro and Thornton, 2011, p. 291). Therefore, the precise perception or wrong perception towards the test will influence the students, whether the students will prepare themselves and pass the test well.

That is why the writer sees that those various perceptions are very important to know, furthermore from the graduates of English Education Study Program who have taken and passed the test. Then, the way the graduates who have experienced the test consider this language policy can be gathered so that the graduates' experience such as their problem in dealing with the test, their tips in passing the test and benefits that graduates may have from the test or graduates expectation for the test can be some useful information for the English Education Study Program and the students who still can not pass the test or have not taken the test yet.

Various different perceptions will be collected from the graduates of English Education Study Program, then these will be some useful information for the students in regarding TOEFL. Finally, this study is to analyze the perceptions of graduates of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University towards Test of English as a Foreign Language (TOEFL).

METHOD

This study uses case study method. According to Bloor and Wood (2006, p.27) case study is “a strategy of research that aims to understand social phenomena within a single or small number of naturally occurring settings. The purpose may be to provide description through a detailed example or to generate or test particular theories”.

According to Given (2008, p. 597-598), “Participants are also referred to as subjects, respondents, interviewees, focus group members, informants, and so on. Participants are usually considered to be individuals or groups who agree to take part in a research process.” Hence, the participants of this research are ten graduates of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University.

In order to study two variables in this research, the researcher used documentary method to study the first variable which is the general attainment of graduates’ TOEFL score of English Education Study Program. The researcher used documentary method which was collecting the graduates’ TOEFL score of the English Education Study Program from 2012 to 2013 numbered 99 graduates to generate and report the fact of graduates’ TOEFL score attainment of English Education Study Program. The data was collected from graduates TOEFL score in Thesis Examination Registration Database of English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University.

Meanwhile, to study the second variable which is the graduates’ perceptions towards TOEFL, the researcher used data triangulation where requires the researcher to use different data sources to study the same phenomenon (Bloor and Wood, 2006, p.170). Additionally, Bloor and Wood stated (2006, p. 171),

The main problem with triangulation-as-validation is a simple matter of logic. For any given research topic there will always be one best method by which it may be addressed – broadly speaking, matters of belief may be addressed best by interviews, matters of behaviour may be addressed best by observation and matters of social norms may be addressed best by focus groups.

Therefore, the researcher used interview and documentary method too to study the second variable and meant to provide an additional data by documentary method which is participants’ TOEFL score in order to confirm statements from the participants from the interview. It was used to see whether the participants made a tendentious or subjective statement or purely how the participants think

about the test. Tendentious statement that the researcher meant is a tendency to prioritize feeling to subjectively consider the test, not their objective opinion.

Interview belongs to a technique usually used in case studies as Bloor and Wood (2006, p. 28) stated, “case studies often use multiple methods of data collection. These can include techniques such as interviews, observations, documentary methods and audio or video recording.” Besides that, interview is a simple, inexpensive, and efficient way but it can produce a wealth of information. According to Marczyk, et al. (2005, p. 117),

A thorough interview is a form of self-report that is a relatively simple approach to data collection. Although simple, it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data that does not require formal testing.

The researcher involved ten respondents to be interviewed. By using semi-structured interview, the researcher endeavoured to know the specific information which can be compared with information gained in other interviews. In this type of interview the same questions were asked to the participants in each interview (Dawson, 2002, pp. 28-29). Besides that, by using this documentary method too the researcher also gathered ten interviewees’ TOEFL score from the database of UPT Bahasa of Tanjungpura University when once the researcher conducted interviews as the additional data to study the second variable which need data triangulation. Data triangulation requires a researcher to use different data sources to study the same phenomenon (Bloor and Wood, 2006, p.170).

The writer conducted data analysis after all the data had been collected. To enable the writer to conduct the research systematically, the procedures of analyzing data were; 1) generating the data from Thesis Examination Registration Database of English Education Study Program into general attainment of graduates’ TOEFL score in English Education Study Program, 2) analyzing the results of interviews such as generating a transcript of interview, using thematic analysis, structuring narratives to describe the interview contents, interpreting the interview data, 3) generating the interviewees’ TOEFL score, 4) concluding all the findings.

FINDINGS AND DISCUSSION

Findings

The researcher outlines the result of this study into two main points which are the general attainment of graduates’ TOEFL Score of English Education Study Program and the graduates’ perceptions of English Education Study Program towards Test of English as a Foreign Language (TOEFL).

1. The Graduates' TOEFL Score Attainment of English Education Study Program.

Graduates' TOEFL score of English Education Study Program is very important to know in order to have a general illustration about the attainments of TOEFL score that graduates could achieve. As the writer have mentioned, the minimum score that students have to achieve in English Education Study Program is 480. This standard certainly has to be passed so that students are able to conduct thesis examination and as English students, ideally it seems like this is not a difficult task to do.

Therefore, the findings that the researcher displays in this point will show the attainments of graduates in achieving certain scores of TOEFL in last two years including the level which was the lowest, the highest, and the average score. The researcher also generated the percentage of graduates' TOEFL score attainment based on the University standard and the English Education Study Program standard.

1.1 The Graduates' TOEFL Score Attainment of English Education Study Program

In last two years, there were about 99 students which graduated from English Education Study Program which the records of their TOEFL scores were included in Thesis Examination Registration Database of English Education Study Program. From the database, the writer could describe a fact that the graduates had various grades of TOEFL score. For example, in 2012 the highest score students could achieve was 596 but the lowest score was 370. It means that the lowest score in this year was below the standard of English Education Study Program which is 480 and so was the standard of university which is 420. Meanwhile, the average score students had was 488. It was above the standard of the University and the English Education Study Program.

In 2013 there were some developments of TOEFL score students achieved. For instance, the highest score in that year was increased become 653. So was the lowest score. It became 400, higher than the lowest score in 2012 although it was still below the standard of the University and the English Education study Program. Besides that the average score in this year was 498.

1.2. The Percentage of Graduates' TOEFL Score Attainment

The data in this point will show the percentage of graduates TOEFL score attainment in last two years. The previous point explains the comparison of TOEFL score that graduates could achieve, whereas this point frames the number of graduates who had a certain score of TOEFL including the scores that above and below the standard of Tanjungpura University and English Education Study Program in percentage.

Firstly, the researcher would like to frame the percentage of graduates' TOEFL score attainment based on the university standard. In 2012, it was known that there were still 7,69% (4) graduates whose scores were even below the university standard. In the other words they were also below the standard of

English Education Study Program. Hence the rest of them, 92,30% (48) could pass the University standard.

Different from 2012, in 2013 graduates with score which were below the University standard had decreased. it was only 2,12% (1) graduate whose score was below the University standard. Others, 97,87% (46) graduates obviously had scores above the University standard.

Then, from the findings it was revealed that apparently in 2012 there were 26,92% (14) graduates who had TOEFL score that below the standard of English Education Study Program. But 73,07% (38) of them were able to have scores above the standard. After that, in 2013 there were still 23,40% (11) graduates who could not pass the standard score of English Education Study Program but the rest, 76,59% (36) graduates succeed in achieving scores which were above the standard.

Finally, those facts above showed that apparently in English Education Study Program there were still several graduates who did not pass the standard of English Education Study Program in 2012 and 2013.

2. The Graduates' Perceptions of English Education Study Program Towards Test of English as a Foreign Language (TOEFL)

The researcher had conducted interviews to ten respondents in order to know their perceptions towards TOEFL. The interview data then analysed by using thematic analysis after its transcript was generated by the researcher. According to Dawson (2002, p. 115), "the themes emerge from the data and are not imposed upon it by the researcher". Therefore, based on the the result of the interviews, it was revealed that the graduates have a various perceptions towards TOEFL. The researcher could generate them into five themes which are 1) TOEFL motivates students, 2) TOEFL is an inappropriate requirement for non-English students, 3) TOEFL is a hard test, 4) tips to pass TOEFL and 5) the benefits of TOEFL.

2.1. TOEFL motivates students

Nearly all of the respondents said TOEFL as a requirement is a good idea. From the interview the researcher found that this kind of language policy actually encourages students to learn English because of some reasons such as TOEFL is able to make students become competitive persons and it enables students to know their ability.

"If we want to be able to accepted to the world, please we must be competitive and nowadays actually one of the requirement to be a competitive person is to master English and one of measurement of mastering English is mastering TOEFL because that is one of the measurement."(Interview: Respondent 5)

Besides that, TOEFL could be a thrilling challenge for students in measuring their own ability in English, and actually it is a test that becomes a must especially for English students to pass.

“It’s not a big deal actually, since just like because we are English student, it means that we have to pass the English test for sure but I don’t know whether it can be the requirement because actually if it is not requirement, it is just like, it’s a must for students to pass...” (Interview: Respondent 10)

2.2. TOEFL is an inappropriate requirement for non-English students

Some argued that they agree about this language policy. But the respondents also saw that it will be hard for the other students except English students to pass. That is the reason why they did not only support the language policy but also suggested that the test is only for English students.

“I think it hasn’t appropriate yet to be applied for all faculties in this university since the students except from English study program only get one semester of English lesson. I think it’s not enough yet because we as English study program even can not achieve the proper score, the good score of TOEFL.” (Interview: Respondent 3)

“... I support the requirement but I think that we have to give them more courses instead of just like two semester of English, that’s not enough.” (Interview: Respondent 4)

2.3. TOEFL is a hard test

Another perspective was conveyed by a respondent which was an argument for the language policy. The respondent felt the test is hard. There is a part which the respondent thought it has knowledge that some English students might have no idea about that. TOEFL also could burden non-English students because they have a less course. So that this respondent disagree with the requirement.

“So it’s a kind of hard and also for the reading part, you know the part of reading, it consists of knowledge that some English student have no idea about that. I mean kind of science and something like that...” (Interview: Respondent 9)

“They don’t even learn English as whole. I mean they just take one subject for English, and that’s all and then they take TOEFL even they have to take more than three times to get passed. So I disagree with that.” (Interview: Respondent 9)

2.4. Tips to pass TOEFL

To pass the standard of the test, the respondents did various unique preparations such as joining a TOEFL training, reading TOEFL exercise books, watching movies, and listening to music. They did these all to accustom

themselves to be ready for the test so that English feels like very familiar to them. A respondent even mentioned in detail his preparation from one section of the test to another. They are for listening, reading, and grammar part.

“Well, for the listening part I usually just watch the English movies, firstly I watch it with the English subtitle but then I try to not watch it with the subtitle so just look at the movie and then hear it by using the earphone or headphone so it can help me focus.”

“... then for the reading, of course we have to be able to read well so that’s why we not only just try to read the part of the TOEFL, I try to find my own tips, I try to find my own way to read and then I apply it in the TOEFL test.”

“... for the grammar part, it’s just like I try to do which one is easier first when do in the TOEFL...”(Interview: Respondent 4)

There was a respondent who stated that she did not do any preparation before taking the test. This respondent claimed she just did the test. Just doing the test without any special preparation might belonged to tips to pass the test. Because the respondent probably thought that the test is to measure the ability. So that by just doing it, respondent could know how well her ability is and did it without any fear.

“Well I don’t do anything for preparation. I just, ya tomorrow I got the test, then I do it, that’s all.”(Interview: Respondent 9)

Another perspective found by the researcher that however there was not a better preparation except long term practice. The respondents had opinion that the test contained all the English students had learnt since the first time beginning their study. So that if the students acquire the skill from the process of their learning, students will be able to do the test well.

“For me if we remember what we have learned from the first day we entered to this university until the last day, I think what we learned, what we studied so far is more than enough if you want to get more than 500. Because what the test, the items of test for more than 100, all of them had been studied here. We had been studied them for more than three years.”(Interview: Respondent 3)

“I don’t have any special preparation because all things in TOEFL actually are everything that we have been learning since we are at the first semester.”(Interview: Respondent 5)

2.5 The benefits of TOEFL

In fact, all of the respondents had a same opinion that TOEFL could benefit students in many ways. The respondents said however TOEFL benefited them in getting jobs, continuing study, applying scholarship, measuring ability, becoming competitive person, fulfilling the requirement to conduct thesis examination. Indeed, what actually benefits the respondents is the English mastery, whereas TOEFL as an English proficiency test that measures and proves their ability. As a respondent said,

“Well, actually when we talk about TOEFL, we do not really exactly talk about TOEFL but we talk about English proficiency. Ya then why do we come to the word TOEFL because TOEFL is one of the measurement and if we talk about measurement means that if you are already pass the measurement like TOEFL it means you’ve already been in a certain level of English mastery.” (Interview: Respondent 5)

Some respondents said they could get jobs by having a certain score of TOEFL because they are working in places that require English ability. Whether the respondents take a new test or just enclose the certificate of TOEFL they have, however TOEFL prove them having the ability of English and then ease them to get jobs. It is how TOEFL benefits the respondents in getting jobs.

“In my opinion TOEFL test have many benefit for me especially I work in one of the company now that need my english.”(Interview: Respondent 2)

“... if you ask me how this affect to my carrier, of course because my basic knowledge and my work place based on English ability so I do like feel helpful with this one.”(Interview: Respondent 5)

Capable for applying scholarships was also a thrilling benefit TOEFL provided for the respondents. By having a high score, the respondents were able to get scholarships to study abroad.

“TOEFL helped me to apply my scholarship...”(Interview: Respondent 3)

“... for example I got scholarship to United States so any thanks to my TOEFL score and I beat some people who are trying the same program with this TOEFL. Ya TOEFL is very beneficial.”(Interview: Respondent 4)

Respondent 8 and 6 had opinion that TOEFL helped them to measure their ability of English so that the respondents knew what grade they could achieve representing their ability. This test seemed like a challenge. By taking the test the respondents could know their grade then try to increase it.

“I think the beneficial is just we know our ability, we know our TOEFL score, so we are going to, we will going to improve it to take the higher standard.”(Interview: Respondent 8)

“For me the test, the English proficiency it’s not all about getting a good job but it’s for challenging our own limit, challenging our own ability, show “it’s my English ability”...”(Interview: Respondent 6).

According to some respondents, TOEFL also enables students becoming competitive persons where they could have not only trust from others because of having good ability in English proven by their TOEFL score but also compete others for instance in getting jobs or scholarships as the writer had written before.

“... you can’t declare yourself like “I can speak English, I know English, I know how to write in English, I know how to write an English book,” but people will not believe unless you show them the proof that you are mastering English well. And for me what is the proof, the proof is TOEFL certificate.”(Interview: Respondent 3)

“... I beat some people who are trying the same program with this TOEFL.”(Interview: Respondents 4)

There were some respondents who still did not find more benefits of this test, but however they acknowledged that TOEFL has a benefit even this was only for fulfilling the requirement to conduct thesis examination. By passing the test, of course they could have the certificate and were allowed to conduct thesis examination.

“... the higher TOEFL score helped me to fulfill the requirements to graduate from this university...”(Interview: Respondent 3)

“... I still don’t use my TOEFL score for anything except for my requirement for thesis examination.”(Interview: Respondent 9)

“But for the certificate for sure...”(Interview: Respondent 10)

Besides that, respondent 10 also said that TOEFL in Tanjungpura University is not a standard one, it is only TOEFL preparation that doesn’t have many benefits.

“As I know, there are a lot of kinds of TOEFL test. A lot of TOEFL, ITP, and then TOEFL International, TOEFL preparation, meanwhile the TOEFL I have taken is only about TOEFL preparation from our university and actually, to be honest, it’s not so useful since just like some institution or some companies, they require us for example to take another test. For

example because of the current test. So not from when we were in university. Because just like, it's only TOEFL preparation."

"If we are going to apply for a job in a big company or you want to take a master degree of course TOEFL preparation is not enough." (Interview: Respondent 10)

After conducted the interviews, the researcher also gathered all the respondents' TOEFL score records as the additional data from the same participants. Based on the record of their last TOEFL score, it was known that all the respondents had scores above the standard of English Education Study Program and also Tanjungpura University standard with average score is 524.

From the result of the interviews including the interviewees' TOEFL scores, it can be concluded that all the respondents have scores above the standard and nearly all the respondents with those good scores regard TOEFL positively. It can confirm that what actually they stated about TOEFL is far from subjective opinion for instance because of their feeling that do not like the test. Indeed, it is possible if people do not like the test because of the test is difficult for them or they still can not pass the test yet because their scores are still below the standard. But in fact, all the respondents have good scores which are above the standard of University and English Education Study Program. In the other word, what actually the respondents stated were not subjective but they were objective opinions that came from what they experienced in dealing with the test and the way they think about this test. It was also proved by the way the graduates stated logical reason for their statements.

These respondents supported this language policy and even also stated some benefits of TOEFL including useful tips the respondents had done to pass this test. Hence, it strengthens more what the researcher believes which is graduates of English Education Study Program must have different point of view towards TOEFL. Then this different perception can be a useful information for the English Education Study Program and the students who still can not pass the test or have not taken the test yet.

Discussion

Based on the first data from Thesis Examination Registration Database of English Education Study Program, it was revealed that there were many students which registered to have thesis examination with their TOEFL score above the standard of English Education Study Program. It meant that they deserved and were allowed to conduct thesis examination. But apparently there were still also several students registered with their TOEFL score that below the standard of English department and even the standard of the university.

So that as the writer had conveyed in research findings, graduates with below the standard of English department reached 26,92% in 2012 and 23,40% in 2013. Meanwhile, those who were below the standard of the university reached 7,69% in 2012 and only 2,12% in 2013. These indicated that there was a development of graduates attainment in TOEFL score from 2012 to 2013.

However, ideally as English students, the standard of the university which is 420 and the standard of English Education Study Program which is 480 are not difficult score to achieve. Graduates of English Education Study Program are supposed to be those who master English well proven by their TOEFL score. The higher score graduates can get, the more it indicates their ability in English.

Exception for those who had below the standard score might be given so that they could have thesis examination. But someday in the future, problems may come to the graduates. Low ability of English may becomes problems for them when the graduates teach as teachers or when they use their basic knowledge according the major they had taken which is English in their working field.

There were large number of graduates with their TOEFL scores were above the standard of English Education Study Program and the University could be a proof that passing those standards were not too difficult. Moreover, it affected by English had become something they always deal with for years as their major. For instance, as in 2012 and 2013 there were more than 70% graduates passed the standard score of English Education Study Program. It means that they passed the university standard too. Some good attainments of TOEFL score were also achieved by graduates in those years. 596 was the highest score graduate could achieve in 2012 and the highest score in 2013 was increased became 653. The average score that graduates were able to achieve was 488 in 2012 and 498 in 2013. It means the graduates averagely had score above the standard. Then it might be increased in the next years.

Such kind of things were facts about the graduates' TOEFL score attainment of English Education Study Program that the researcher found. The researcher hopes it might be some useful information for English Education Study Program, maybe to prepare its students more in English mastery. While in another data the researcher also found the various perceptions about TOEFL from the graduates. It resulted some information that could be categorized into several themes. From the information, the researcher could know that nearly all the respondents regarded TOEFL as an important test especially for English students. Besides that the respondents also stated tips to pass this test and benefits which graduates might get from having a certain score of TOEFL so that those things could be a good motivation for students.

As the researcher displayed in research findings, one of main points that found from the respondents about their perception about TOEFL as a requirements to have thesis examination was TOEFL motivates students to learn and even master English well in order to prepare themselves to pass the test. Of course, it will affect the level of their mastery towards English.

After that, useful tips where the respondents had done to pass this test might be some valuable input to be taken by the students then they can follow the same way for passing the standard or achieving a high score of TOEFL. But however, as the researcher concluded based on the statement from the respondents, the best preparation to pass TOEFL is long term practice which can bring the students into a condition where they master English and then the students will pass the test easily.

Based on the data, one of the benefits of TOEFL was revealed whereby students will feel motivated to learn English more. Ultimately, knowing the perceptions of graduates towards TOEFL including its benefits according to the respondents can give a different point of view for students in regarding TOEFL. So that not only having a new perception towards TOEFL, students also will be motivated to learn English.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings, it was concluded that in 2012 and 2013 there were more than 70% graduates had scores above the standard of English Education Study Program and the university but there were still small number of graduates who had below the standard score in each year.

All the respondents of interviews have scores above the standard and nearly all respondents with those good scores regard TOEFL positively and support this language policy where TOEFL as a requirement to have thesis examination. This policy had impact on every student so that they would be encouraged to learn English in order to pass the test. Then, students' mastery of English enables them to be competitive persons besides the students are able to know their ability by taking the test. Indeed, there were also some respondents argued that the requirement was supposed to be for English students only and there was a respondent even disagreed with the requirement because it is hard.

The respondents mentioned various unique preparations students could do to pass the test such as joining a TOEFL training, reading TOEFL exercise books, watching English movies, and listening to English music. Meanwhile, the best preparation students could do is long term practice since the first time of beginning the study. Then, the benefits of TOEFL for students that mentioned by the participants are getting jobs, continuing study, applying scholarship, measuring ability of English, becoming competitive persons and fulfilling the requirement to conduct thesis examination.

Finally, TOEFL is not just about a requirement that has to be passed. But behind this language policy actually there is a purpose that the university means to the students. The purpose is certainly encouragement for students in order to make them learning English. Because the students can not conduct thesis examination without passing the test, then students can not pass the test unless they have a English mastery. In order to master it, they have to learn English.

Suggestion

After observing to the result of this study, there are some suggestions researcher would like to provide. First, the result of this study can be used by the lecturers by sharing this information to students so that they will comprehend another perspective in regarding TOEFL and know that in the end of their study they have to pass this test. Therefore they are expected to pay attention to this by preparing themselves.

Second, the students need to understand the precise perception in regarding TOEFL where the purpose of this requirement is not to burden but to encourage students to learn English then to have benefits of it. It will make the students always feel motivated to learn English. Third, students are suggested to do long term practice in order to acquire the English skills so that they are able to pass the requirement well.

This research is far from perfection. The researcher hopes that further research related to “perception towards TOEFL” can be done by another researcher in the future in order to analyse it deeper.

REFERENCES

- Bloor, Michael & Wood, Fiona. (2006). *Keywords in Qualitative Methods: A Vocabulary of Research Concepts*. Trowbridge Wiltshire: Cromwell Press.
- Botswana Examinations Council. (2013). TOEFL — BEC - Botswana Examinations Council. Retrieved 2013, from Botswana Examinations Council: <http://www.bec.co.bw/external-exams/toefl>.
- Dawson, C. (2002). *Practical Research Methods: A user-friendly guide to mastering research*. Trowbridge: Cromwell Press.
- Fielman, Robert S. (1999). *Understanding Psychology*. Singapore: Mc Grow Hill College.
- Given, Lisa M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. California: SAGE Publications, Inc.
- H.F. Johan & Anne Juwita. (2011). *Smart Way to TOEFL*. Jakarta: Generasi Cerdas.
- Marczyk, Geoffrey., DeMatteo, David., & Festinger, David. (2005). *Essentials of Research Design and Methodology*. Hoboken, NJ: John Wiley & Sons, Inc.
- Navarro, Diego., & Thornton, Katherine. (2011). *Investigating The Relationship Between Belief and Action in Self-Directed Language Learning*. Elsevier, 291.
- Salam, Urai. (2012). *Kebijakan TOEFL di Universitas Tanjungpura: Analisis Studi Kasus*. Universitas Tanjungpura, 15-18.
- Stoneham Public School. (2011). TOEFL Test Stoneham Public Schools. Retrieved 2013, from Stoneham Public Schools: <http://www.stonehamschools.org/content/toefl-test>.